DOCUMENT RESUME

ED 360 013 JC 930 361

AUTHOR	Harr, Gary Lynn
TITLE	Career Options: Self-Directed, Step-by-Step Career Planning.
INSTITUTION	Florida Community Coll., Jacksonville.
PUB DATE	Aug 92
NOTE	46p.
PUB TYPE	Guides - Classroom Use - Instructional Materials (For Learner) (051)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Career Choice; *Career Counseling; *Career Exploration; *Career Planning; Careers; Community Colleges; Educational Planning; Interests; Self Evaluation (Individuals); Skills; Two Year Colleges; Two Year College Students; Values
IDENTIFIERS	*Florida Community College at Jacksonville

ABSTRACT

Designed as a self-directed career planning resource for students at Florida Community College at Jacksonville (FCCJ), this booklet is comprised of four modules providing students with step-by-step career exploration activities and information. The first module, Introduction to Career Planning, discusses the effect of career choice on students' lives and the reasons why people choose particular careers; reviews the nature of changing career goals and the basic principles of the career planning process; and encourages students to make a commitment to actively explore their career options. The second module, Self Assessment, includes a list of 46 sample occupational interests; a skills evaluation exercise; a values evaluation exercise; a career exploration chart for summarizing information gathered about interests, skills, and values in six career option clusters; a four-step guide to interpreting results; and a list of on-campus services and available career survey instruments. Module 3, Career Exploration, is designed to help students translate the career groups identified in Module 2 into specific occupations to consider. Included in Module 3 are a list of information resources, specific career development actions (e.g., coming to campus, using the occupational index), sample blank career information sheets, and a description of FCCJ's computerized career exploration system and career planning course. The final module, Transition to Academic Planning, discusses possible programs of study, status sheets to keep program and graduating students aware of their progress, preparation for counseling appointments, and FCCJ's student success course. A booklet evaluation form is included. (PAA)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED360013

CAREER OPTIONS

Self-Directed, Step-by-Step Career Planning

Gary Lynn Harr, Ph.D.
Counselor

Department of Student Affairs
Florida Community College at Jacksonville

JC 930 361

PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

G. L. Harr

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☑ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

CONTENTS

A Message From The AVP

Module 1: Introduction To Career Planning	PAGE
An Important Decision	1-1
Changing Goals	1-2
Basic Principles	1-3
It's Up To You	1-3
The Next Step	1-4

Module 2: Self Assessment	PAGE
Overview	2-1
Career Interest Profile	2-2
Skills Evaluation	2-7
Values Evaluation	2-8
Career Exploration Summary	2-9
Interpreting Your Results	2-11
Want More Info?	2-12
What's Next	2-13

Module 3: Career Exploration	PAGE
Overview	3-1
Information Resources	3-1
Career Search Action Steps	3-2
Career Information Sheets	3-6
If You Need Help	3-10
CHOICES Computer System	3-11
Career Planning Course	3-12
On To Module 4	3-12

Module 4: Transition To Academic Planning	PAGE
From Here To There	4-1
Programs of Study	4-1
Your Program Advising Sheet	4-2
Graduation Status Sheet	4-3
Preparing for Your Appointment	4-3
Student Success Course	4-5
You're Done!	4-6

A MESSAGE FROM THE AVP

CAREER OPTIONS is designed as a self-directed career planning resource for FCCJ students. It was developed in recognition of the fact that many of our students want career planning services but have work and family responsibilities that limit their ability to take advantage of such on-campus services. This booklet will provide you with a do-it-yourself framework for your career decision making, taking you through a step-by-step process of career exploration.

CAREER OPTIONS is also designed to introduce you to the other kinds of resources available to you for further assistance--a career planning course, the CHOICES computerized exploration system, a student success course, further assessment, to name a few. If you want to find out more about any of these resources, simply make an appointment with one of the counselors in your campus Student Affairs Office.

As you will see, you are encouraged to meet with a counselor anytime that you want to explore aspects of your career search or desire further explanation of a given topic. The last module on academic planning suggests that you make a counseling appointment if you have not done so by that point in time. This will help translate your tentative career plans into a concrete program of study.

We sincerely hope that CAREER OPTIONS is helpful to you and encourage you to provide us with feedback by returning the evaluation form on the last page of this booklet.

The department of Student Affairs is dedicated to providing you with quality services that will assist you in achieving your educational goals. I personally invite you to take advantage of the many other services offered by our department. We are here to serve you!

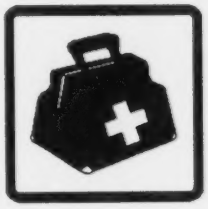
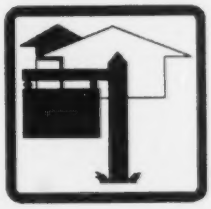
Sincerely,

Michael A. Elam

Michael A. Elam
Associate Vice President
Student Affairs
Florida Community College at Jacksonville
August, 1992

1

INTRODUCTION TO CAREER PLANNING

AN IMPORTANT DECISION

"The human race is faced with a cruel choice: work...or daytime television."
- Anonymous

Choosing a career is one of the most important decisions that you will ever make. It will influence:

* your standard of living

* your opportunity to meet others with common interests

* your day-to-day sense of work satisfaction and

* the nature of your activities during a significant part of your life.

Work is important to different people for differing reasons. Most people work in order to "put bread on the table," but that is only one of their reasons. Some people also work in order to:

___ contribute to the welfare of others

___ get a sense of satisfaction from exercising their skills

___ be able to engage in problem-solving

___ develop and use leadership abilities

___ have an opportunity to meet others of similar interests

___ be more independent

___ increase their sense of security

___ open up opportunities to do other things they want to do

EXERCISE: Go back to the previous page and put a check mark in front the reasons that are important to you.

CHANGING GOALS

Less than half of entering FCCJ students start college with a clear career goal; others (close to 40% of FCCJ students) have such a goal, but later change it, based upon their college experience.

College is a unique opportunity for growth and change--a chance to expose yourself to options that you may never have considered before. Because of this, change is to be expected, even desirable.

It may seem, at first, that your goals become more confused as you learn more about yourself and the world of work. **This** will change as you learn how to effectively explore career options. **Counseling can often be helpful** in sorting out these things and in facing the other concerns that may complicate your career choice.

EXERCISE: Complete this sentence:

My career goal_____.

BASIC PRINCIPLES

As you get started with career planning, it may be helpful to review a few basic ideas related to this process. As you go through this booklet, please keep the following points in mind:

* No assessment will be able to tell you what you should "do when you grow up." This is something you will figure out by considering many different factors. Test results are only one such factor.

* There are many careers that will be compatible with your interests, skills, and values--not just one that will be "perfect." Making a decision between them is part of this process.

* You will probably engage in career planning several times in your life. Many people change occupations a number of times during their career.

* The sooner you select a career direction, the better off you will be. Time spent in this process now will save you much wasted effort later on.

IT'S UP TO YOU

Since you are this far, you have <u>already</u> made a decision to take an active part in your own career development. You have also shown that you are capable of perhaps the most fundamental key to this process--taking responsibility for the direction of your own life.

The fact is, if you don't do it (i.e., consciously choose a career that fits your interests, skills, and goals), no one else will do it for you! Leaving such things to fate is a rather risky and often less than successful alternative. Such an approach can often lead to wasting time and money on the wrong kind of training, as well as much personal unhappiness.

By following a simple step-by-step process, you can choose a career path that is well matched to your skills, interests, values, and goals. The CAREER OPTIONS modules are designed to guide you (with the help of your counselor) through this process.

THE NEXT STEP

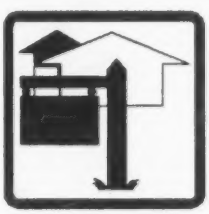
The first step of career planning is deciding to make a commitment to actively explore your career options. If you are this far in this module, we can assume that you have already taken this first step!

Now that you have an idea of the importance of your career decision and have decided to do something about it, it is time to think about the process of career planning. Usually the next step is to collect some more information about yourself. **Module 2 (Self Assessment)** provides you with a way to gather this kind of information.

If you have any questions about what you have read, or wish to discuss it with someone, **FCCJ's counselors can be of assistance**. Make an appointment by coming by or calling your campus Student Affairs counseling office. However, if you feel like you are ready to move to the next step, begin by reading CAREER OPTIONS Module 2: Self Assessment.

2

SELF ASSESSMENT



OVERVIEW

"Do what you can, with what you have, where you are."

- Theodore Roosevelt

Career planning usually should start with an evaluation of your interests, skills, and values. This module provides you with the opportunity to take a look at these factors in a way that relates them to different kinds of careers.

Module 2 is divided into three primary sections:

* evaluation of interests, skills, and values
* selection of related career groups
* information about other career exploration options

The results you obtain will prepare you to use the career exploration resources described in Career Options Module 3: Career Exploration.

You should make an appointment with a counselor:

* if you have any questions as you complete this module
* if you desire an explanation of your results
* if you are interested in further testing options
* if you want to discuss non-testing options

CAREER INTEREST PROFILE

On the next few pages, you will be asked to consider a variety of different activities and to mark those that you might like to do as a part of your future occupation. It is important, for purposes of this exercise, that you consider only your level of interest; do not consider your ability to do the activity. Your ability levels will be considered in a later exercise in this module.

Read each item carefully. The examples of occupations (provided as a part of each item) may be used to give you an idea of the meaning of the item. **Many other careers are related to the listed activities, so do not exclude an activity that may appeal to you only because the listed occupation does not interest you.**

IF YOU FIND THE ITEM TO BE OF ANY INTEREST AT ALL, CIRCLE THE NUMBER CODE IN FRONT OF IT. WHEN UNSURE, CIRCLE IT.

There is no time limit; so take your time. Most people finish in 10-20 minutes. If you have any questions, please contact a counselor or advisor before you begin.

(NOTE: The Career Interest Profile is based upon information contained within the Guide for Occupational Exploration--a publication of the U.S. Department of Labor.)

3.01 MANAGE A FARMING, FISHING OR HORTICULTURAL BUSINESS (Example: FORESTER).

4.01 INVESTIGATE CRIMES, ARREST LAW-BREAKERS AND ENFORCE THE LAW (Example: DETECTIVE).

4.02 PREVENT CRIMES, FIGHT FIRES AND PROTECT PEOPLE FROM HARM (Example: FIRE FIGHTER).

5.01 PLAN AND DESIGN THE CONSTRUCTION OF BUILDINGS; WORK WITH ELECTRONIC CIRCUITS (Example: ENGINEER).

5.03 COLLECT AND RECORD TECHNICAL ENGINEERING DATA (Example: DRAFTER).

5.04 PILOT AN AIRPLANE OR SHIP (Example: AIRPLANE PILOT).

5.05 PERFORM HIGHLY SKILLED TRADE-RELATED WORK USING HAND TOOLS AND/OR MACHINERY (Example: MECHANIC).

5.06 OPERATE AND MAINTAIN EQUIPMENT IN A POWER GENERATING, DISTRIBUTION OR COMMUNICATIONS SYSTEM (Example: POWER PLANT OPERATOR).

5.07 INSPECT AND TEST MATERIALS TO BE SURE THEY MEET QUALITY STANDARDS (Example: QUALITY CONTROL INSPECTOR).

5.10 USE HAND TOOLS TO BUILD, INSTALL AND/OR REPAIR MATERIALS ACCORDING TO SET PROCEDURES (Example: CARPENTER).

2.01 CONDUCT SCIENTIFIC RESEARCH TO INVESTIGATE NON-LIVING THINGS (Example: CHEMIST).

2.02 CONDUCT SCIENTIFIC EXPERIMENTS TO EXPAND KNOWLEDGE OF LIVING THINGS (Example: BIOLOGIST).

2.03 PREVENT, DIAGNOSE AND TREAT HUMAN AND ANIMAL DISEASES (Example: MEDICAL DOCTOR).

2.04 USE LAB TECHNIQUES TO PERFORM TESTS AND ASSIST SCIENTISTS, ENGINEERS, RESEARCHERS, ETC (Example: LABORATORY ASSISTANT).

11.01 USE ADVANCED MATH AND COMPUTER PROGRAMS TO ANALYZE AND INTERPRET NUMERICAL DATA (Example: PROGRAMMER).

11.03 GATHER, STUDY AND ANALYZE RESEARCH ABOUT ALL ASPECTS OF HUMAN BEHAVIOR (Example: PSYCHOLOGIST).

11.06 EXAMINE AND INTERPRET BUDGET AND FINANCIAL DATA (Example: ACCOUNTANT).

11.10 EXAMINE RECORDS, INVESTIGATE PROBLEMS AND ENFORCE REGULATIONS AND POLICIES (Example: BANK EXAMINER).

1.01 WRITE, EDIT OR DIRECT PUBLICATION OF FICTION, NONFICTION OR POETRY (Example: AUTHOR).

1.02 CREATE ORIGINAL WORKS OF ART BY DRAWING, PAINTING, PHOTOGRAPHING, SCULPTURING, ETC. (Example: GRAPHIC DESIGNER).

1.03 PRODUCE, DIRECT OR PERFORM IN THEATRICAL PRODUCTIONS (Example: ACTOR).

1.04 SING, COMPOSE, TEACH OR DIRECT INSTRUMENTAL MUSIC (Example: MUSICIAN).

1.05 COMPOSE, PERFORM OR TEACH DANCE ROUTINES OR TECHNIQUES (Example: DANCER).

1.06 APPLY ARTISTIC TECHNIQUES TO FABRICATE, DECORATE, ETCH, PAINT, OR REPAIR PRODUCTS (Example: GRAPHICS ART TECHNICIAN).

11.08 WRITE, EDIT, REPORT AND TRANSLATE FACTUAL INFORMATION (Example: REPORTER).

9.01 PLAN AND DIRECT SOCIAL ACTIVITIES; ESCORT, GUIDE AND/OR ORIENT OTHER PEOPLE (Example: RECREATION LEADER).

10.01 ASSIST PEOPLE WITH THEIR PERSONAL, SOCIAL, VOCATIONAL OR EDUCATIONAL PROBLEMS (Example: COUNSELOR).

10.02 CARE FOR, TEACH OR ASSIST SICK OR INJURED PERSONS (Example: NURSE).

10.03 CARE FOR THE WELFARE OF CHILDREN, THE ELDERLY OR THE DISABLED (Example: CHILD CARE ATTENDANT).

11.02 TEACH, TRAIN AND/OR ADVISE OTHERS IN AN EDUCATIONAL SETTING (Example: TEACHER).

8.01 SELL TECHNICAL PRODUCTS (MACHINERY, COMPUTERS, ETC.) AND/OR SERVICES (INSURANCE, ADVERTISING, ETC.) (Example: SALES AGENT).

8.02 SELL, DEMONSTRATE AND OBTAIN ORDERS FOR PRODUCTS AND SERVICES (Example: SALESPERSON).

9.02 PROVIDE BARBERING AND/OR BEAUTY SERVICES (Example: COSMETOLOGIST).

11.04 ADVISE AND REPRESENT OTHERS IN LEGAL MATTERS (Example: LAWYER).

11.05 SET POLICIES AND PRIORITIES; PERFORM HIGH LEVEL BUSINESS-RELATED ADMINISTRATIVE DUTIES (Example: BUSINESS MANAGER).

11.07 PLAN AND MANAGE HEALTH, EDUCATION, WELFARE OR RECREATIONAL PROGRAMS (Example: HOSPITAL ADMINISTRATOR).

11.09 RAISE MONEY, ADVERTISE PRODUCTS OR SERVICES, AND ATTEMPT TO INFLUENCE OTHERS (Example: ACCOUNT EXECUTIVE).

11.11 MANAGE AND SUPERVISE THE OPERATION OF A BUSINESS, BRANCH OFFICE OR COMPANY DEPARTMENT (Example: HOTEL MANAGER).

11.12 NEGOTIATE CONTRACTS AND SETTLE CLAIMS FOR COMPANIES OR INDIVIDUALS (Example: INSURANCE CLAIMS AGENT).

7.01 OVERSEE CLERICAL OPERATIONS, ADMINISTER EXAMS, AND MAINTAIN RECORDS (Example: LEGAL SECRETARY).

7.02 USE CLERICAL AND MATH SKILLS TO GATHER, ORGANIZE, COMPUTE AND RECORD NUMERICAL DATA (Example: BOOKKEEPER).

7.03 KEEP RECORDS, ANSWER CUSTOMER QUESTIONS AND USE MATH SKILLS IN DEALING WITH THE PUBLIC (Example: BANK TELLER).

7.04 RECEIVE, ORGANIZE, RECORD OR PROVIDE VERBAL INFORMATION (Example: RECEPTIONIST).

7.05 PREPARE AND MAINTAIN CLERICAL RECORDS AND INFORMATION; COORDINATE AND SCHEDULE ACTIVITIES OR EQUIPMENT (Example: OFFICE CLERK).

7.06 USE BUSINESS MACHINES TO RECORD OR PROCESS CLERICAL DATA (Example: TERMINAL OPERATOR).

7.07 FILE, SORT, COPY OR DELIVER RECORDS, MESSAGES OR OTHER WRITTEN INFORMATION (Example: FILE CLERK).

SKILLS EVALUATION

Skills are directly related to your ability to successfully complete the training and education required of the occupation of your choice, as well as to your success on the job. What is important to consider is whether the overall skill requirements of an occupation match up with your ability profile. You will be doing this kind of matching in a later section of this booklet.

EXERCISE

The skills listed below are some that are generally recognized as important to occupational training and success. Place a plus (+) in the blank in front of the skills that you consider to be your strengths.

_____	Physical	Such as:	fixing broken machines; building things.
_____	Problem-Solving	Such as:	solving murder mysteries; doing word problems.
_____	Numbers	Such as:	doing mathematical calculations and proofs.
_____	Expression	Such as:	expressing yourself easily in words or writing.
_____	Perceptive	Such as:	putting together puzzle parts; proofreading a paper.
_____	Manual	Such as:	assembling small objects; using hand tools.

As you read about the occupations you choose to explore, look for information about the skills required and relate this information to your self-ratings. If you have any doubts about your skills, see a counselor and ask for information on aptitude testing.

VALUES EVALUATION

Your goals reflect the things that are most important to you (i.e., your values). The closer your values match up with the rewards offered by a given occupation, the more likely this occupation will satisfy your needs.

EXERCISE

The values listed below are generally recognized as important to occupational satisfaction. Place a plus (+) in the blank in front of the values that you want to be <u>important</u> in your career.

_____ Caring	Helping others who can benefit from some kind of assistance
_____ Creativity	Being able to generate creative solutions to problems or to express yourself in a creative manner
_____ Self-Direction	Wanting to work on your own projects without close supervision
_____ Leadership	Influencing people's opinions and having a say in the way things get done
_____ Organization	Wanting to have things organized and systematic
_____ Practicality	Having practical and concrete results from your work
_____ Finances	Having a high-paying job, earning extra money, and enjoying the luxuries of life

CAREER EXPLORATION SUMMARY

The chart on the next two pages provides a way to summarize all the information you have gathered about your interests, skills, and values. First of all, refer back to the interest assessment and circle all the same career group numbers below (under Interests) that you circled previously. Second, refer back to the Skills and Values exercises and copy your plus (+) marks into the appropriate blanks provided in the Skills and Values columns below (items without a plus, leave blank).

CLUSTER 1

Interests	Skills	Values
3.01 Managerial Work: Nature	___ Physical	___ Organization
4.01 Safety & Law Enforcement		
4.02 Security Services	___ Manual	___ Practicality
5.01 Engineering		
5.03 Engineering Technology	___ Numbers	
5.04 Vehicle Operation		
5.06 Systems Operation	___ Perceptive	
5.07 Quality Control		
5.10 Crafts		

CLUSTER 2

Interests	Skills	Values
2.01 Physical Sciences	___ Problem-Solving	___ Creativity
2.02 Life Sciences		
2.03 Medical Sciences	___ Numbers	___ Self-Direction
2.04 Laboratory Technology		
11.01 Math & Statistics		
11.03 Social Research		
11.06 Finance		
11.10 Regulations Enforcement		

CLUSTER 3

Interests	Skills	Values
1.01 Literary Arts	___ Expression	___ Creativity
1.02 Visual Arts		
1.03 Drama	___ Perceptive	___ Self-Direction
1.04 Music		
1.05 Dance	___ Manual	
1.06 Craft Arts		
11.08 Communications		

CLUSTER 4

Interests	Skills	Values
9.01 Hospitality Services	___ Problem-Solving	___ Caring
10.01 Social Services		
10.02 Nursing, Therapy, Teaching	___ Expression	___ Practicality
10.03 Child & Adult Care		
11.02 Educational & Library Services		

CLUSTER 5

Interests	Skills	Values
8.01 Sales Technology	___ Problem-Solving	___ Leadership
8.02 General Sales		
9.02 Barber & Beauty Services	___ Expression	___ Finances
11.04 Law		
11.05 Business Administration		
11.07 Services Administration		
11.09 Promotion		
11.11 Business Management		
11.12 Contracts & Claims		

CLUSTER 6

Interests	Skills	Values
7.01 Administrative Detail	___ Perceptive	___ Organization
7.02 Mathematical Detail		
7.03 Financial Detail	___ Manual	___ Practicality
7.04 Oral Communications		
7.05 Records Processing	___ Numbers	
7.06 Machine Operation		
7.07 Clerical Handling		

INTERPRETING YOUR RESULTS

Now you have a summary of interests, skills and values for each of the six Career Option Clusters. **What you are ideally looking for is a COC where you have one or more career groups circled as Interests and where both Skills and Values have plus (+) marks.** This would indicate an area that is well worth further exploration. If, on the other hand, no career groups are circled or a number of Skills and/or Values are blank, this COC would be less promising to explore.

The following step-by-step guide may be useful in this process.

Locate Your Interests

Action Step #1 — Start with the Career Option Cluster (COC) where you have the greatest number of career groups circled as Interests.

Review Your Skills

Action Step #2 — Review your Skills ratings for that COC. If these skills have plus (+) marks, this confirms that the occupations in this COC may be suitable. If one or more of the skills are blank, you will need to consider if these are skills that you can develop through further training and whether further ability testing may be useful to help you analyze your skills in a more objective manner.

Review Your Values

Action Step #3 — Now move to your Values ratings for this COC. Again, if these have plus (+) marks, this indicates some degree of values compatibility with the occupations in this COC. If one or more of these values are blank, this may be an area you need to explore further with the assistance of a counselor.

Action Step #4 — Repeat steps #1-3 for each COC where you have circled career groups.

By going through steps 1-4, you should have an idea of which career groups look most promising for you to explore in more detail. If you have any difficulty evaluating these results, please make an appointment with a counselor for further explanation.

EXERCISE

List at least four (4) career groups that seem to be the most compatible with your interests, skills, and values. These groups will provide you with a starting point for your career exploration in Module 3.

1. _____

2. _____

3. _____

4. _____

WANT MORE INFO?

The information that you have gathered by doing the exercises in this module is meant to give you a start in the career planning process by helping you see how your interests, skills, and values are all important to consider in your career choice. **Because they are based upon self-estimates and is not derived from a standardized instrument, these results are only estimates.**

If you feel like you might benefit from further, more objective testing, you need to make an appointment with a counselor in the Student Affairs Office. The counselor will be able to tell you about other kinds of assessment available to you, including:

* Strong Interest Inventory (interest test)

* Myers-Briggs Type Indicator (personality test)

* Career Ability Placement Survey (aptitude test)

Bring the Career Options self assessment results with you so they can be reviewed.

WHAT'S NEXT?

Now that you have an idea of the career groups that you want to explore, you can go on to Module 3: Career Exploration. Module 3 will help you select specific occupations to explore and introduce you to the many resources available to you within your campus career center.

You will be able to obtain information about things like:

* typical work tasks for a given career

* the kind of work environment it involves

* the training/educational requirements

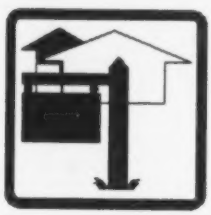
* typical starting salary

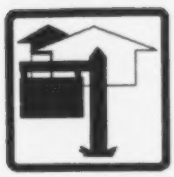
* employment opportunities and outlook

This information will be very useful in making a tentative career choice. So, **move ahead to Module 3!**

3

CAREER EXPLORATION





OVERVIEW

"If you don't know where you are going, you'll probably end up somewhere else."
- David Campbell

Now that you have completed some basic self-assessment, you should have an idea of the general career groups that you want to explore in more detail. **This module will help you translate this general information into specific occupations to consider**. Once this is done, the resources available in your campus career center will provide you with a good deal of information that will make your decision an easier one.

INFORMATION RESOURCES

Occupational Index

The Occupational Index (OI) lists hundreds of different occupations, grouped according to Career Option Clusters (COCs) and career groups. The OI is the key resource that will be used to translate your assessment information into specific job titles for further exploration.

COPIES OF THE OI (IN RED THREE RING BINDERS) MAY BE FOUND WITHIN THE CAMPUS CAREER CENTER.

Guide for Occupational Exploration (GOE)

The GOE is a good reference to use in order to expand your list of occupational alternatives. It is organized by the same career groups listed in the Occupations Index you just read about. For the occupations that fall within each career groups, it provides brief answers to common questions about careers.

Occupational Outlook Handbook (OOH)

The OOH is a good reference to use to narrow down your alternatives. The OOH is published every two years by the U.S. Department of Labor and provides detailed information for the same occupations listed in the Occupational Index (with OOH page numbers). For each occupation, it describes what you would being doing, what training would be required, job outlook, etc. Once you read through this information, you will most likely be able to tell whether you want to keep this occupation on your list to consider.

You will probably find that some careers that you thought might be possibilities will be eliminated in this way. The training requirements might involve more schooling than you desire. The working conditions might not be to your liking. The job outlook might not be promising enough. Any number of considerations may play a role in such a decision.

Other Career Center Resources

The resources listed above are good places to begin your exploration. The campus career center, however, has many other resources that can provide such information. A brochure within the career center (the Student Guide to Occupational Exploration) describes each of these other resources and the kind of information they can provide.

CAREER SEARCH ACTION STEPS

Now that you are ready to do some further career exploration, there are a number of "action steps" outlined below which will guide you through the process. If you have any questions as you go along, contact your campus Student Affairs Office and ask for counseling assistance.

Coming to Campus

Action Step #1 Locate your campus Career Center.

Campus	Office #
Downtown	A 1131
Kent	B 100F
North	E 150
South	U 114

Exploring Career Groups

Action Step #2 Locate the Guide for Occupational Exploration (GOE) in the career center (If not found, go to step #5). Referring to the last exercise you completed in Module 2, decide which career groups that you want to explore. Find the page number of this group (by referring to the Contents in the front of the GOE) and read the information provided.

Action Step #3 If the career group information seems to fit what you want, review the specific occupations listed at the end of that section and write down any occupations that you want to explore further. If a career group does not seem to fit or doesn't include any occupations of interest to you, cross this group off your exploration list.

Action Step #4 — Repeat steps #2 and #3 for each career group you have chosen to explore.

Using the Occupational Index

Action Step #5 — Locate the Occupational Index (OI) in the Career Center. It should be in a **red** three ring binder on one of the conference tables. If you can't locate it, ask for assistance.

Action Step #6 — Locate the career group number you have chosen to explore in the first column of the OI (NOTE: they are listed in numerical order).

Example:

Career Group	
5.01	Engineering

Action Step #7 — In column two of the OI you will find a partial listing of actual occupational titles related to the career group you have chosen to explore.

Example:

Career Group	OCCUPATION
5.01	Aeronautical Engineers
	Aerospace Engineers
	(see OI for complete listing)

NOTE: If a specific occupation that you found in the GOE is not listed in the OI, make a note of this; a counselor or advisor can help you find it in other career information sources.

Action Step #8 — Identify the first occupation that you want to explore. To the right of the job title (in column three) you will find the Occupational Outlook Handbook (OOH) page number that contains information on this job.

Example:

Career Group	OCCUPATION	OOH PAGE #
5.01	Aeronautical Engineers	64

Gathering More Information

Action Step #9 — Locate the OOH in the Career Center and refer to the appropriate page number. Use a copy of the Career Information Sheet in this module to summarize the most important information. **Pay particular attention to the listing of related occupations; it may contain other possibilities worth exploring.**

Action Step #10 — Repeat Action Steps #6-9 for each career group you want to explore.

By comparing the information you gather with what you found out about yourself as a result of the self-assessment, you should be able to narrow down your career options.

EXERCISE: The following information sheets are provided to help you gather information during your career exploration. Make additional copies of these sheet (as needed--one for each occupation you want to explore) and complete them as you read through the OOH.

CAREER INFORMATION SHEET

Name Date

COC Cluster Career Group#/Title Occupation

Typical Activities/Work Tasks

Skills Required

Working Conditions / Settings

Training/Education Required

Job Outlook

Typical Earnings

Other Similar Occupations

Additional Information Sources

CAREER INFORMATION SHEET

Name Date

COC Cluster Career Group#/Title Occupation

Typical Activities/Work Tasks

Skills Required

Working Conditions / Settings

Training/Education Required

Job Outlook

Typical Earnings

Other Similar Occupations

Additional Information Sources

CAREER INFORMATION SHEET

Name Date

COC Cluster Career Group#/Title Occupation

Typical Activities/Work Tasks

Skills Required

Working Conditions / Settings

Training/Education Required

Job Outlook

Typical Earnings

Other Similar Occupations

Additional Information Sources

CAREER INFORMATION SHEET

Name Date

COC Cluster Career Group#/Title Occupation

Typical Activities/Work Tasks

Skills Required

Working Conditions / Settings

Training/Education Required

Job Outlook

Typical Earnings

Other Similar Occupations

Additional Information Sources

EXERCISE: After you have completed information sheets for the occupations you have explored, review and compare the information you have gathered. Based upon your analysis, list your tentative occupational selection, including a second and third choice.

1. _____

2. _____

3. _____

If you are not ready to complete this exercise, do not be concerned. Continue to the next section of this module for further instructions.

This exploration should be seen as a personal growth process--one that helps you discover and integrate new information about yourself, applying it in a concrete way to your occupational choice. Although you are trying to narrow down your options, it's also a time to explore things that you might not have considered before and to extend the way you think about yourself and your possibilities.

IF YOU NEED HELP

This would be a good point to sit down with a counselor and discuss your career options. FCCJ counselors can assist you through this career decision making process. Often, it can help just to have someone to listen to your reasoning process and verify that what you are thinking makes some kind of sense! Also, someone not involved in such a decision is sometimes able to see things that you might overlook.

Also, FCCJ offers a couple of other very effective ways to explore careers--a computerized system and a college credit course--described in the following sections.

CHOICES COMPUTER SYSTEM

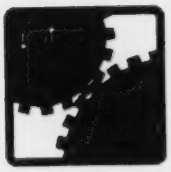
Many students find that CHOICES (a computerized career exploration system) is another good way to narrow down their career options. To use this system, you will need to complete a CHOICES workbook which asks you to rate your preferences among different factors such as:

* education level
* work site
* physical demands
* temperaments
* earnings
* aptitudes
* interests
* future outlook
* physical activities
* hours/work and travel

* work environment

* educational institutions and programs

You will then prioritize and enter this information into the CHOICES computer, producing a list of compatible careers and training programs. If you want to use CHOICES, stop by the Student Affairs Office and ask for a CHOICES GUIDEBOOK. You can reserve time on the computer at the same time.



CAREER PLANNING COURSE

If you want additional guidance with the career planning process, the College also offers a college credit course--SLS 1301: Career Planning. This course features:

* a structured instructional approach to career planning

* guidance by an experienced counselor professor

* further exploration of interests, skills, values, etc.

* an orientation to the career center and the use of its career exploration materials

* use of the CHOICES computerized career exploration system

* two (2) college credits that will count as an elective in an A.A. program of study

If you are interested in this option, check your class schedule for this course prior to registration.

ON TO MODULE 4

Once you have a tentative occupational goal, it's time to develop an education plan to get you there. Career Options Module 4: Transition to Academic Planning is designed to assist you in this process.

4

TRANSITION TO ACADEMIC PLANNING

FROM HERE TO THERE

"You have to take life as it happens, but you should try to make it happen the way you want to take it."

- An old German saying

If you have gotten this far, you have probably made a tentative occupational choice. The next step is to figure out how to translate your choice into an action plan. This involves making some additional decisions about program of study.

PROGRAMS OF STUDY

Most careers can be entered at several levels, each one requiring a different level of education and/or experience. One way to classify these levels is by the amount of training required. FCCJ has four primary kinds of training programs.

The Postsecondary Job Training programs are non-college credit studies that focus upon entry level job skills in trade, technical, and service occupations.

The Technical Certificate programs require less than two years of full time study and focus on specific job skills.

The Associate in Science (A.S.) degree requires two years of full time study; longer for part time students. Some general education courses are required, but significantly less than the A.A. degree; emphasis is on obtaining job-related skills. A complete list of A.S. programs may be found in the College Catalog.

The Associate in Arts (A.A.) program is designed for those students who want to transfer to a university and complete at least a bachelor's degree. It is an academic program with significant general education requirements and electives related to your choice of a university major. A full time student can usually complete the A.A. in two years; part-time will take longer.

Refer to the College Catalog for further information on these programs.

EXERCISE: List the program of study that you wish to pursue:

_____

YOUR PROGRAM ADVISING SHEET

If you have completed the exercises in the Career Options modules and followed the suggested guidelines, **you and your counselor or advisor should be able to work out a program advising sheet that will tell you exactly what courses you must take to achieve your career goal.** Once this is done, it is up to you to follow this program of study and keep up with future changes that may affect it.

If you change your mind somewhere along the way, it is no problem; simply make another appointment with your counselor or advisor. You should be aware, however, that this may involve a significant change in the course work involved, sometimes requiring additional course work in order to meet the requirements.

Also, catalog requirements do change and there are time restrictions within which you must complete the requirements within a given catalog (five years). If it takes you longer than this, you may have to meet the requirements in a different catalog. If you are attending less than half-time, you may want to discuss this with your counselor or advisor.

GRADUATION STATUS SHEET

If you are a college credit degree-seeking student with at least nine (9) credit hours completed, you should receive a Graduation Status Sheet (GSS) during each term you are enrolled. **The GSS will tell you where you stand in terms of the graduation requirements of your degree.** You should always review it carefully, following the checklist provided. Make an appointment with a counselor or advisor if you need assistance with understanding your GSS.

IMPORTANT NOTE: The GSS does <u>not</u> cover a number of important items that may apply to you:

* university-required prerequisite courses for transfer majors
* **special admissions criteria for** limited access programs (such as minimum GPA or ACT/SAT test scores)
* foreign language requirements
* university admissions deadlines

You must see a counselor or advisor to obtain this kind of important information.

PREPARING FOR YOUR APPOINTMENT

If at all possible, make an appointment early in the term--before the registration period begins. It is easier to get an appointment during this time and you will be ready with the information you need when registration begins.

You may make an appointment with the counselor or advisor of your choice; if you have no preference, one will be assigned to you. **If you are pursuing an A.S. degree, you will be assigned to a specific program advisor**; call the counseling office to obtain the name of this person. Simply stop by or call this office on your campus to make your appointment.

CAMPUS	LOCATION	TELEPHONE #
Downtown	A-1100	633-8212
Kent	B-100	387-8311
North	E-124	766-6761
South	U-113	646-2424

When you come to your appointment you should bring:

* your personal advising records from any past advising sessions
* a list of specific questions that you need answered

* unofficial transcripts if you have attended classes at another college and have not yet had your transcripts officially evaluated

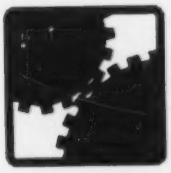
* no children (or pets!) if possible

Do not worry if you don't have a clear career goal or occupational level in mind; these kinds of things can be dealt with within the advising session itself.

EXERCISE: Make an advising appointment.

Date: _____ Time: _____

Counselor/Advisor _____



STUDENT SUCCESS COURSE

One of the best ways to help guarantee success in your chosen program of study is to develop those academic skills that apply to any course of study. FCCJ offers a college credit course--**SLS 1101: Dynamics of Student Success**--that does precisely this. This course focuses upon many advanced learning skills, such as:

* memory techniques that increase your ability to prepare for exams

* note-taking techniques that make studying easier and more effective
* time-management skills that help you balance competing priorities
* factors that affect your motivation to study
* how to cope with stress that affects your academic performance
* textbook review techniques that make your reading more efficient
* test-taking techniques that help you increase test scores
* and much more!

This is a three (3) credit hour course that will count as an elective in an A.A. program of study. Look for it in your class schedule!

Even if you do not choose to take this course, **you may want to purchase the textbook: The Master Student by Dave Ellis**. It's an excellent resource for strengthening your academic learning skills and is available in the college bookstore.

Also, in your FCCJ Student Handbook there is a section entitled **"Twenty-Five Secrets to College Success."** If you haven't already done so, you may benefit from reviewing these important hints.

YOU'RE DONE!

Congratulations! You have completed CAREER OPTIONS! Hopefully you know a little more about yourself and your career plans as a result of your study of this program. If you need more career planning assistance, consider the career planning course (SLS 1301) described in module 3.

Please take a few moments to complete the evaluation (i.e., WHAT DO YOU THINK?) form on the next page. This will help us improve CAREER OPTIONS so that we will be able to serve your fellow students even better in the future.

WHAT DO YOU THINK?

The faculty and staff of FCCJ are always willing to help you achieve your educational goals; the Career Options modules are one way in which we try to help students. **Please take a moment to give us some feedback on your experience with this module; it will help us improve it for future use by your fellow students. Thanks!**

CAMPUS _____ [ ] CREDIT [ ] DAY [ ] FULL-TIME
[ ] NON-CREDIT [ ] EVENING [ ] PART-TIME

Please answer the following questions concerning **Module 1**:

	CIRCLE ONE	
* Was Career Options helpful to you?	Yes	No
* Was the reading level about right for you?	Yes	No
* Do have a better idea of a career choice now?	Yes	No
* Would you recommend Career Options to a friend?	Yes	No
* Was the length of the booklet about right?	Yes	No

* What did you like best about Career Options?

_____

_____

* How could Career Options be improved?

_____

_____

PLEASE ADDRESS THIS FORM TO THE **CAMPUS DEAN OF STUDENT AFFAIRS** AND DROP IT BY YOUR CAMPUS COUNSELING OFFICE. THANKS!

If you have any other comments or suggestions regarding the Career Options modules, you are invited to write, call, or make an appointment to meet with the Campus Dean of Student Affairs. (08/92)